

## DRAFT Kentucky Program of Studies: Reading

High School Reading	
<p><b>Big Idea: Forming a Foundation for Reading</b></p> <p>Forming a foundation requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading a variety of texts at the word, sentence, and connected text level across all content areas.</p> <p><b>Academic Expectations</b></p> <p><b>1.2</b> Students make sense of the variety of materials they read.</p> <p><b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools.</p>	
<p><b>Enduring Knowledge - High School Understandings</b></p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"><li>• Fluent readers are able to read <u>silently with speed and accuracy</u>, and read orally with speed, accuracy, and proper phrasing and expression, with attention to text features.</li><li>• Fluent readers select and read materials for enjoyment</li><li>• Developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.</li></ul> <p>Many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, and context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.</p>	<p>Reading Understandings (across reading big ideas ) are drawn from <i>NAEP Framework, New Standards, ADP</i> for (HS), National Reading Panel Report, etc.</p> <p>High school is the only place where I included silent reading with understandings, although it is expected at all grade levels – KDE needs to decide if they prefer this HS wording for the first bullet for all grade levels</p>

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<p><b>Grades 9-10 Skills and Concepts</b>  <i>Students will demonstrate their ability to:</i></p> <ol style="list-style-type: none"> <li>1. read grade-appropriate texts with automaticity</li> <li>2. apply context and self-correction strategies while reading</li> <li>3. read grade-appropriate material - orally and silently - with accuracy and fluency</li> <li>4. use a variety of reading strategies to understand words, word meanings, and texts and to develop vocabulary:             <ol style="list-style-type: none"> <li>a) formulate questions to guide reading (before, during, and after reading)</li> <li>b) apply word recognition strategies and knowledge of synonyms, antonyms, homonyms/homophones, <u>nuances of</u> meaning, analogies, to determine pronunciations or meanings of words in context</li> <li>c) interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context</li> <li>d) identify syllables and parts of words (e.g., <u>derivational roots; affixes, including foreign language;</u> and word origins) and apply the meanings to comprehend unfamiliar words</li> <li>e) explain and organize words <u>and ideas</u> in terms of categories, functions, or features</li> <li>f) scan to find specific key information; skim to get the general meaning of a passage</li> </ol> </li> <li>5. use resources (e.g., print and electronic dictionaries, glossaries, and thesauruses) to identify multiple meanings of words, content-specific meanings of words, meanings of words used in specific contexts, precise use of vocabulary, or derivational roots (Latin, Greek, Anglo-Saxon)</li> <li>6. formulate questions to guide reading</li> <li>7. make predictions while reading (<i>could go with monitoring strategies list in glossary</i>)</li> </ol>	<p>derived from CCA language,            Some language drawn from VT, NH, RI Grade Expectations/standards &amp; McREL Lang Arts</p> <p>NOTE - All grade levels note – vocabulary resources used for “breadth of vocabulary” skills and concepts – from variety of sources: <i>Words, Words, Words</i>, Janet Allen; <i>Teaching Vocabulary in All Classrooms</i>, Blachowitz &amp; Fischer; <i>Bringing Words to Life</i>, Beck, McKeown, &amp; Kucan; <i>Building Background Knowledge for Academic Achievement</i>, Marzano</p> <p>ADP</p>
<p><b>Related KY CCA and Instructional Support Materials:</b>  <b>RD-09-1.1 (9-12)</b>            Students will interpret literal or non-literal meanings of words in a passage.  <b>RD-09-1.2 (9-12)</b>  <i>Students will make predictions based on what is read.</i>  <b>RD-09-1.3 (9-12)</b>  <i>Students will formulate questions to guide reading</i>  <b>RD-09-1.4 (9-12)</b>  <b>Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage.</b></p>	<p>KY may want to include CCA codes as web links to CCA/instructional support document</p> <p>(9-12) = same wording in CCA</p>

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<p><b>Big Idea: Developing an Initial Understanding</b>            Developing an initial understanding of text requires readers to consider the text as a whole or in a broader perspective to develop an initial understanding. Texts (including multicultural texts) encompass literary texts and informational texts (expository, persuasive, and procedural texts and documents). Strategies for gaining a broad or literal understanding of print texts can also be applied to non-print texts. .</p> <p><b>Academic Expectations</b>  <b>1.2</b> Students make sense of the variety of materials they read.  <b>1.3</b> Students make sense of the various things they observe.  <b>1.4</b> Students make sense of the various messages to which they listen.</p>	
<p><b>Enduring Knowledge - High School Understandings</b>  <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>• Reading content builds a wide range of experience and knowledge through print and non-print materials that have a variety of purposes.</li> <li>• Approaching reading as a problem solving task requiring strategic thinking comprehension strategies enhances understanding of text.</li> <li>• From informational texts, readers gain information to understand different perspectives, ideas, and cultures of the real world (e.g., newspapers, magazines, textbooks, speeches, essays) and to perform tasks (e.g., using schedules, directions, maps)</li> <li>• From literary texts, readers explore real and imaginary events, experiences, themes, places, characters, plots, and problems.</li> <li>• Understanding text features, text structures, and characteristics associated with different text genres (including print and non-print) facilitates the reader's ability to make meaning of the text.</li> </ul>	<p style="text-align: right;">Source - ADP</p> <p>Drawn from NAEP Framework            Drawn from National Reading Panel Report</p> <p>From current POS introduction</p>

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<p><b>Grades 9-10 Skills and Concepts</b></p> <p><i>Students will demonstrate their ability to:</i></p> <ol style="list-style-type: none"> <li>1. use comprehension strategies while reading literary and informational texts (e.g., using prior knowledge, predicting, generating clarifying, literal, and inferential questions, constructing sensory images, locating and using text features)</li> <li>2. use text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential, <u>deductive/inductive</u>), and develop systems for note taking appropriate to text</li> <li>3. identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understanding content); and explain the meaning of concrete or abstract terms, based on the context (e.g., “loaded” words, connotation, denotation)</li> <li>4. paraphrase and summarize information from texts of various lengths; <u>distinguish between a summary and a critique</u></li> <li>5. demonstrate understanding of literary elements and literary passages/texts             <ol style="list-style-type: none"> <li>a) explain the main ideas of a passage and the key elements that support them</li> <li>b) make text-based inferences</li> <li>c) identify characteristics of different types of literary texts</li> <li>d) interpret concrete and abstract terms</li> </ol> </li> <li>6. demonstrate understanding of informational passages/texts :             <ol style="list-style-type: none"> <li>a) locate key ideas, information, facts, or details</li> <li>b) use information from text to state and support central/main idea; make inferences; state generalizations; or draw conclusions based on what is read</li> <li>c) identify text features and explain their purposes in different types of informational texts (e.g., <u>periodicals</u>, newspapers, <u>online texts</u>, public documents/public discourse, essays, <u>editorials</u>, textbooks, technical manuals/reports, Internet websites, electronic media)</li> <li>d) use information to accomplish a specific task</li> </ol> </li> </ol>	<p>CCA language Some language drawn from VT, NH, RI Grade Expectations/standards &amp; McREL Lang Arts Drawn from NAEP Framework</p> <p>Incorporating observing and listening skills when appropriate ADP</p>
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<p><b>Related KY CCA and Instructional Support Materials:</b></p> <p><b>RD-09-2.2</b> <i>Students will identify essential information from a passage needed to accomplish a task.</i></p> <p><b>RD-09-2.3</b> <b>Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage.</b></p> <p><i>RD-09-2.4</i> <i>Students will follow the sequence of information from a passage.</i></p> <p><b>RD-09-2.5</b> <b>Students will interpret concrete or abstract terms using context from the passage.</b></p> <p><b>RD-09-2.6</b> <b>Students will explain the main ideas of a passage and identify the key ideas or information that support them.</b></p> <p><b>RD-09-2.7</b> <b>Students will make inferences, draw conclusions or make generalizations based on evidence from a passage.</b></p>	<p>same wording in CCA (9-12)</p>
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High School Reading	Comments/Notes
<p><b>Big Idea: Interpreting Text</b></p> <p>Interpreting text requires readers to extend their initial impressions of the text as a whole to develop a more complete understanding of what is read. This involves linking information across parts of a text, as well as focusing on specific information. Texts (including multicultural texts) encompass literary texts and informational texts (expository, persuasive, and procedural texts and documents). Strategies for interpreting print texts can also be applied to non-print texts. Academic Expectations</p> <p>1.2 Students make sense of the variety of materials they read. 1.3 Students make sense of the various things they observe. 1.4 Students make sense of the various messages to which they listen.</p>	
<p><b>Enduring Knowledge - High School Understandings</b></p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"><li>• Interpretations of text involve linking information across parts of a text, determining importance of the information presented, and understanding cause and effect relationships inherent in the content.</li><li>• References from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.</li><li>• All citizens need to analyze a wide variety of media in order to interpret messages (e.g., political, financial, social, environmental) related to matters of public policy and personal interest.</li></ul>	<p>Drawn from NAEP Framework</p> <p>ADP</p>

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<p><b>Grades 9-10 Skills and Concepts</b></p> <p><i>Students will demonstrate their ability to:</i></p> <ol style="list-style-type: none"> <li>1. use comprehension strategies while reading literary and informational texts (e.g., using prior knowledge, making predictions, constructing sensory images, using text features, making connections within a text, determining importance of information,</li> <li>2. use text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential, <u>deductive/inductive</u>)</li> <li>3. use text references to explain: author's purpose; author's message or theme ; arguments and supporting evidence; or logical predictions</li> <li>4. explain how narrator's point of view affects the reader's interpretation</li> <li>5. demonstrate understanding of literary elements and literary passages/texts:             <ol style="list-style-type: none"> <li>a) <i>(goes under Big Idea 5)</i> Analyze use of supporting details as they relate to the author's message.</li> <li>b) explain or analyze how external or internal conflicts are resolved</li> <li>c) <i>(goes under Big Idea 2 ?)</i></li> <li>d) <i>(this is analysis—goes with Big Idea 5?)</i></li> </ol> </li> <li>6. demonstrate understanding of informational passages/texts (persuasive, reference and practical):             <ol style="list-style-type: none"> <li>a) identify and explain use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack)</li> <li>b) use evidence/references from the text to state central/main idea and details that support them; or analyze the importance <u>and relevance</u> of details used in a text</li> <li>c) <u>use text references to support conclusions</u> about what is read (author's opinion about a subject, inferences about cause-effect, author's bias or misinformation, <u>appropriateness of arguments</u>, accept or reject an argument based on evidence)</li> <li>d) distinguish between facts and opinions found in texts</li> <li>e) use text features to locate and apply information</li> <li>f) organize ideas found within and across texts to show understanding of central ideas and interrelationships (e.g., charting, mapping, graphic organizers, outlining)</li> </ol> </li> </ol>	<p>CCA language Some language drawn from VT, NH, RI Grade Expectations/standards &amp; McREL Lang Arts</p> <p>Incorporating observing and listening skills when appropriate</p>
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<p><b>Related KY CCA and Instructional Support Materials:</b></p> <p><b>RD-09-3.1</b> <b>Students will explain or analyze how a conflict in a passage is resolved.</b> <i>RD-09-3.2</i> <i>Students will identify or explain an author's purpose in a passage.</i></p> <p><b>RD-09-3.3</b> <b>Students will explain an author's position based on evidence in a passage.</b> <i>RD-09-3.4</i> <i>Students will accept or reject an argument, giving supporting evidence from the passage</i> <i>RD-09-3.5</i> <i>Students will analyze an argument, giving supporting evidence from the passage</i> <i>RD-09-3.6</i> <i>Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas.</i></p> <p><b>RD-09-3.7</b> <b>Students will analyze or evaluate the use of supporting details as they relate to the author's message.</b> <i>RD-09-3.8</i> <i>Students will analyze or evaluate the use of persuasive or propaganda techniques within a passage.</i></p> <p><b>RD-09-3.9</b> <b>Students will explain the appropriateness of an argument for an intended audience.</b></p>	<p>CCA wording same at grades 9-12</p>
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High School Reading	Comments/Notes
<p><b>Big Idea: Reflecting and Responding to Text</b>            Reflecting and responding to text requires readers to connect knowledge from the text with their own background knowledge and experience. The focus is on how the text relates to personal knowledge. .</p> <p><b>Academic Expectations</b>  <b>1.2</b> Students make sense of the variety of materials they read.  <b>5.1</b> Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.            ADP</p>	
<p><b>Enduring Knowledge - High School Understandings</b>  <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>• Making reader-text connections involves thinking beyond the text and applying the text to a variety of situations. Connections can be expressed as comparisons, analogies, inferences, or the synthesis of ideas.</li> <li>• References from texts provide evidence of applying ideas and making connections between text and self, text and other texts, and texts and the real world.</li> </ul>	<p>Drawn from NAEP Framework</p>
<p><b>Grades 9-10 Skills and Concepts</b>  <i>Students will demonstrate their ability to:</i></p> <ol style="list-style-type: none"> <li>1. use comprehension strategies while reading literary and informational texts <u>to analyze content or make connections</u></li> <li>2. self-select texts in line with personal interests</li> <li>3.</li> <li>4. use evidence from text(s) to formulate and justify opinions about what is read :               <ol style="list-style-type: none"> <li>a) relate texts to prior knowledge, personal experiences, other texts, or ideas</li> <li>b) provide text references/evidence to support connections made between text and self, text and other texts, or texts and real world issues</li> </ol> </li> <li>5. read a wide range of texts, including texts by the same author, about the same subject or theme, from the same genre, and <u>from different cultures and time periods</u>, in order to respond and make connections (text-to-text, text-to-world)</li> <li>6. demonstrate participation in a literate community by sharing and responding to ideas and connections with others through writing and in-depth discussions about texts</li> </ol>	<p>from CCA language</p> <p>Some language drawn from VT, NH, RI Grade Expectations/standards &amp; McREL Lang Arts</p> <p>Incorporating observing and listening skills when appropriate</p>

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<p><b>Related KY CCA and Instructional Support Materials:</b></p> <p><b>RD-09-4.1 and RD-10-4.1</b> <b>Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).</b></p> <p>RD-11-4.1 and RD-12-4.1 <i>Students will evaluate the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).</i></p> <p><i>RD-09-4.2 – all grades 9-12</i> <i>Students will use evidence from a passage to formulate opinions in response to a reading passage.</i></p>	
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High School Reading	Comments/Notes
<p><b>Big Idea: Demonstrating a Critical Stance</b>            Developing a critical stance requires readers to consider the text objectively in order to evaluate its quality and appropriateness. It involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of features, such as irony, humor, and organization. Knowledge of text content and structure is important.</p> <p><b>Academic Expectations</b>  <b>1.2</b> Students make sense of the variety of materials they read.  <b>5.1</b> Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.  <b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools.</p>	
<p><b>Enduring Knowledge – High School Understandings</b>  <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>• Reading is a process that includes demonstrating comprehension, showing evidence of warranted and responsible interpretations of text, and examining texts critically and evaluatively.</li> <li>• References from texts provide evidence to support judgments made about why and how the text was developed and considers the content, organization, and form.</li> <li>• Determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing the author’s style are all ways to critically examine texts.</li> <li>• Research requires the ability to frame, analyze, and solve problems, while building upon the ideas and contributions of others.</li> <li>• Judging the credibility of sources, evaluating arguments, and understanding and conveying information are essential skills needed for postsecondary education, the workplace, and in exercising the rights of citizenship.</li> </ul>	<p>NAEP Framework            Drawn for New Standards Performance standards</p> <p>Inquiry/research/applied learning</p> <p>Source ADP</p>

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### Grades 9-10 Skills and Concepts

*Students will demonstrate their ability to:*

1. analyze and explain how text features organize information for clarity or for usefulness
2. evaluate what is read, based on the author's word choice, sentence variety, content, style, tone, or use of literary elements (how purpose can affect interpretation); and form and support warranted judgments/opinions about central ideas that are relevant
3. identify organizational patterns (e.g., sentence lengths and structures, paragraphs in prose, verses in poems, transitional devices and transitional cues) and describe how understanding the structure helps to understand the text
4. interpret the interactions among literary elements within and across a variety of texts
5. analyze the effectiveness of the use of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling)
6. analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose
7. make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events)
8. evaluate the accuracy of information presented in the text
9. demonstrate participation in a literate community by sharing and responding to ideas and connections with others through writing and in-depth discussions about texts

CCA language,  
Some language drawn from VT, NH, RI Grade  
Expectations/standards & McREL Lang Arts

From NAEP Framework

Inquiry/research – applied learning  
embedded with Critical Stance – drawn  
from RI and *New Standards Applied  
Learning Performance Standards* (AL  
standards = critical thinking, research,  
communication, problem solving, reflection  
and evaluation) and NH & RI reading  
Grade Expectations

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<p><b>Related KY CCA and Instructional Support Materials:</b></p> <p><b>RD-09-5.1</b> Students will compare and contrast the characteristics of a variety of literary genres.</p> <p><b>RD-09-5.2</b> Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage.</p> <p><b>RD-09-5.3</b> Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language).</p> <p><i>RD-09-5.4</i> <i>Students will critique the author's word choice, style, tone, or content.</i></p> <p><b>RD-09-5.5</b> Students will compare or contrast elements, views, ideas, or events presented in one or more passages.</p> <p><i>RD-09-5.6</i> <i>Students will analyze the ways in which similar themes or ideas are developed in more than one text.</i></p> <p><i>RD-09-5.7</i> <i>Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage.</i></p> <p><b>RD-09-5.8</b> Students will explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format, or layout enhances the reader's understanding of a passage.</p> <p><b>RD-09-5.9</b> Students will analyze the effectiveness of the organizational patterns in a passage (e.g., cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage.</p>	<p>CCA wording same grades 9-12</p>
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